

**INDIVIDUALIZED EDUCATION PROGRAM (IEP)
INSTRUCTIONS FOR STATE IEP**

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| NOTE: Complete all information on the IEP or indicate "N/A" if not applicable. |
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Page 1 of the IEP

1. The date on top of the page should reflect the year for which the IEP is written. It should be written from the beginning month, day and year to the end. An IEP is valid for only **one year** from the date the IEP Team signs their name and notes their agreement (located on the last page of the IEP under IEP Participants). The second line should be checked to show the type of meeting(s) that have been held for this student to develop information for the IEP.
2. Demographic Information - Complete this information.
3. Ethnic Group - Ask parent, when appropriate, or student to identify the preferred code when needed.

I - American Indian

H - Hispanic

B - Black

W - White

A - Asian

Current Descriptive Information

1. Child's Strengths - Briefly describe the child's current strengths, abilities and how he/she learns best, also ask the parents what they feel are their child's strengths, and to describe how their child learns best in the home environment.
2. Parent Concerns - Briefly describe the parents' concerns that they have for enhancing their child's education.

If the parent did not attend the meeting, state that the parent did not attend. Do not leave this section blank. If the parent completed a questionnaire or discussed his/her concerns over the telephone prior to the meeting, note that in this section along with a short explanation of what was discussed.

3. Child's Disability Affects Involvement and Progress in the General Curriculum * - Briefly describe how the child's disability affects his/her involvement and progress in the general curriculum **and** what, if any, previous adjustments, services, and accommodations the child has successfully utilized in order to participate in the general education curriculum. Some successful past accommodations, supports or services could include: peer tutoring, one-on-one instruction, tape recording of lessons or highlighting of text (overheads), extra time to complete tests or abbreviated assignments.

For preschool children, as appropriate, describe how the child's disability affects his/her participation in age appropriate activities.

* "General curriculum" refers to the curriculum that is used with nondisabled children.

Page 2 of the IEP

4. Area Assessed - For an initial evaluation, list all areas that were assessed, whether they were exceptional or age-appropriate.

Following the annual review, address only those areas that continue to be exceptional from the previous IEP, as well as any new areas that may have been identified during the review process.

If you require additional pages to write statements for the area and current descriptive data, please insert the page(s) into the IEP.

5. Present Levels of Performance - Complete the current descriptive data by using norm-referenced and/or criterion referenced data, as well as descriptive information for each of the student's exceptional area(s). If yearly pre- and post- achievement tests are given to students, their scores should also be included in this area.

Following the annual review, address only those areas that continue to be exceptional from the previous IEP, as well as any new areas that may have been identified during the review process.

If you require additional pages to write statements for the "Present Levels of Performance" section, please insert the page(s) into the IEP.

6. Sources of Information - Document the data source for current descriptive data. This not only includes the name of the norm-referenced and/or criterion referenced tests (e.g. Key Math, T.O.W.L., Woodcock-Johnson, etc), but also includes teacher made tests, Cloze procedures, parent interviews, inventories, rating scales, observations, functional assessments for a student's behavior, medical or social histories, vocational assessments, or any other valid data sources such as physicians, etc.
7. Date - Write the date when the assessment item was administered.
8. Exceptional or Age Appropriate - All areas assessed should be addressed **and** a determination made as to whether the score is exceptional or not exceptional.

For the IEP following the initial evaluation or reevaluation, write in the areas that were assessed and a "yes" for exceptional or a "no" for age appropriate/not exceptional.

For the IEP following the annual review, write in and address those areas that continue to be exceptional, from the previous IEP, as well as any new areas that may have been identified during the review process.

9. Pre-Vocational/Vocational - Depending on the child's age, either a teacher observation/checklist or a comprehensive vocational assessment should be given.

Pre-Vocational - **For children under age 14**, exceptional/age appropriate is determined through teacher observation or checklist.

Vocational - **For children 14 years and older**, exceptional/age appropriate is determined by a *comprehensive assessment* that *addresses student interests and aptitudes*. If age appropriate, justification must be documented as to why it is not addressed in the IEP.

10. Consideration of Special Factors - If the IEP Team determines that a child needs a particular device or service (including an intervention, accommodation, or other program modification) to receive FAPE, a statement of that effect must be included in the IEP.

For each question asked, check either "Yes" or "No". If a statement is needed, include where it can be located in the IEP. For example, if either Hearing Aids or Large Print are needed. Check "Yes" beside the appropriate question and indicate that the documentation may be found on the Goal page under "Supplementary Aids /Services".

If the child has:

- ◆ **limited English proficiency**, the IEP Team must consider the language needs of the child as those needs relate to his/her IEP;
- ◆ **a blind or visual impairment**, the IEP Team must address whether there is a need for Braille or Braille instruction;
- ◆ **communication needs**, the IEP Team must address the child's language and communication needs;
- ◆ **assistive technology needs**, the IEP Team must determine the type(s) of device(s) and/or the amount of services needed; and
- ◆ **behavior needs**, the IEP Team must identify and consider strategies, including positive behavior interventions, strategies and supports that address that behavior.

When appropriate, consideration of these factors should include a review of valid evaluation data and the observed needs of the child resulting from the evaluation process.

Page 2a of the IEP

Transition Services Planning

NOTE: The IEP Team should complete this page for **students who are 14 years of age or older**. If the student is to have his/her fourteenth birthday during the time that this IEP is valid, the IEP Team should complete this (Transition Service Planning) page at the time of the regular IEP meeting.

This page should be completed before the goal page is written. It should be inserted in front of the goal page as page number 3. The goal page will become page number 4.

1. Comprehensive Vocational Evaluation

Complete the question:

Has a comprehensive vocational evaluation been administered? ____ Yes ____ No.

A comprehensive vocational evaluation must be completed on every eligible student **by the student's fourteenth birthday**. A comprehensive vocational evaluation includes an assessment of the student's interest and aptitude. It is to be used to help highlight the student's preferences and interests and to help develop his/her transition service plan.

2. Desired Post-School Outcomes

This section should be completed by the student's 14th birthday. If the IEP Team determines it is appropriate, it may be completed earlier. Based upon the student's preferences and interests, comprehensive vocational assessment, current information and parental input, the IEP Team should state the anticipated educational and/or employment goal(s), the anticipated living arrangements and community involvement. These outcome goals must be reflected in *a variety of settings*. The settings listed in the IEP are **not** all inclusive. The IEP Team may choose to address more areas than suggested on the IEP depending on the needs of the individual student. The intent is to ensure that the IEP Team focuses on the areas that need to be addressed for each student in order for the student to make a successful transition from secondary school.

3. Transition Service Needs

This section should be completed by the student's 14th birthday. If the IEP Team determines it is appropriate, it may be completed earlier. It focuses on the instructional and educational experiences that a student will need that will assist him/her in obtaining his/her desired post school outcome goals and be prepared for adult life.

Transition service needs should:

- ◆ provide identification of and planning for courses that the student will be taking in each grade that will help him/her achieve the desired post-school goal, outcome and diploma,
- ◆ relate directly to the student's goals beyond high school,
- ◆ link the student's course of study or career cluster to his/her post school outcome goals, and
- ◆ be reviewed and updated annually.

This section may be completed in one of three ways. The IEP team may:

- ◆ list the courses that the student will be taking in order to reach his/her desired goals,
- ◆ write a statement that focuses on the student's courses of study (such as participation in advanced-placement courses or a vocational education program), or
- ◆ attach a copy of the student's four-year plan of study.

4. Transition Services

This section should be completed by the student's 16th birthday. If the IEP Team determines it is appropriate, it may be completed earlier. The IEP Team must review the student's preferences and interests, current information and parental input, including any vocational evaluations and any other relevant material to determine what areas should be addressed through a *coordinated set of activities*. According to 34 CFR 300.29, the *coordinated set of activities*:

- ◆ is based on the student's needs, taking into account the student's preferences and interests, and
- ◆ include the areas of instruction, related services, community experiences, and the development of employment and other post-school adult living objectives,
- ◆ include, if appropriate, acquisition of daily living skills and a functional vocational evaluation.

In this section, the IEP Team must identify the activities or strategies that must be addressed in order for the student to be prepared to enter adult life. These activities should all lead to the goal of preparing the student for life after high school. Long range planning should be addressed for each of the following areas: instruction, related services, community experiences, employment and post-school adult living objectives. The IEP Team should determine on an individual basis when daily living objectives and functional vocational evaluations should be addressed for the child.

For any transition service area marked yes, long range activities/strategies should be identified and developed. These activities should be developed between the school and any other agency to ensure that the student has a successful transition between school and adult life. When completed, these activities/strategies form a long-range plan outlining what must be done to prepare the student for adult life. The IEP Team would determine which activities should be addressed at what time in the student's high school career.

The next step is to identify who is primarily responsible for carrying out or completing each strategy. It may be the student, school system, parent or another agency. No one person or agency should be responsible for all of the activities. There should be collaboration between the parties. The IEP Team should also decide who should be the responsible party if payment is involved for an activity.

When this plan is finished, it will show the big picture of what needs to be accomplished over the next two to four years. It will also show that there has been a coordinated effort between all parties and agencies involved to provide activities/strategies that will enable the student to obtain his/her post-school outcome desires.

If the activity/strategy is the responsibility of the school system AND there is a need for special education services or supports, an annual goal and short-term objectives should be written. However, when no special education services or supports are needed, an annual goal and objectives do not have to be written.

Instruction is the use of formal techniques to impart knowledge and is typically provided in schools (i.e. tutoring, general education classes, etc.). Other agencies could provide instructional activities such as adult basic education and post-secondary schooling.

Related Services are services that are required to assist a student with a disability in order to benefit from special education services, such as transportation. The school system or other agencies could provide these services.

Community Experiences are those services that are provided outside the school building, in community settings by schools and other agencies (i.e., community-based work experiences, job-site training programs, transportation, community counseling, independent living centers, adult service providers, etc.). The school system or other agencies could provide these services.

Employment /Post-school Adult Living Objectives are services that lead to a job/career, and other important adult activities that are done occasionally, such as registering to vote, preparing tax forms, renting a home, accessing medical services, accessing SSI services, etc. The school system or other agencies could provide these services.

Daily Living Objectives are those activities adults do every day (i.e., preparing meals, budgeting, maintaining a home, paying bills, caring for clothes, grooming, etc.). The school system or other agencies could provide these services.

Functional Vocational Evaluation is an assessment that provides information about job/career interests, aptitudes and skills. It may be gathered through situational assessments, observations, or formal measures and should be practical. The school system or other agencies could provide these services.

5. **Documentation of other agency participation in planning and the person responsible for contacting agency(s) if a representative did not attend.**

If an invited agency chooses not to attend or can not attend, document the name of the person who is to contact the agency to discuss their involvement in planning transition services for the student and to invite the agency to the next meeting to discuss these services.

6. **If the student was not in attendance, how were the student's preferences and interests considered?**

If the student chooses not to attend the meeting, what other means were used to gather information about his/her interest, preferences or needs. Check all materials that are available for consideration by the IEP Team.

Page 3 of the IEP

Measurable Annual Program Goals and Short-Term Instructional Objectives

1. Area of Need - All exceptional areas listed under "Present Levels of Performance" on the IEP must be addressed.
2. Annual Goal - An annual goal must be established for each identified exceptional area. The goal shall describe what the student can reasonably be expected to accomplish in each area *during a school year* as a result of the provision of special education and related services and should be measurable.
3. Personnel/Position Responsible - Person(s) responsible should be indicated by name, when feasible, otherwise, the position should be documented.
4. Benchmark/Short-Term Objective - An IEP Team may use either benchmarks or short-term objectives or a combination of the two depending on the nature of the annual goals and the needs of the child (Appendix A, p. 12471). *Benchmarks* can be thought of as describing the amount of progress the child is expected to make within a specified time period during the year. *Short-term instructional objectives* are defined as measurable, intermediate steps between an eligible child's present levels of educational performance and the annual goal established for the child. Short-term objectives are developed based on a breakdown of the major components of the annual goal and serve as "milestones" for indicating progress toward meeting this goal.

5. Anticipated Beginning Date - Anticipated date when instruction will begin for this benchmark/short-term objective.
6. Criteria for Mastery - Refer to the choices listed in "Codes" at the bottom of the page. Indicate the number of criteria for mastery. If other criteria are to be used, circle # 5 and write the criteria. Be sure of consider both accuracy (how well you want this student to do this task) and reliability (how often do you want the student to demonstrate mastery).
7. Method(s) of Evaluation - Refer to the choices listed in "Codes" at the bottom of the page. Indicate number of method used in evaluation. If another method of evaluation is to be used, circle # 4 and indicate the method of evaluation.
8. Actual Date(s) and Results of Evaluation - See choices listed in "Codes" at the bottom of the page. Indicate the letter of result of evaluation utilized and when the actual results of the evaluation were obtained.
9. Report of Progress - See choices (#1-#4) listed in the "Report of Progress" at the bottom of the page. Indicate progress toward meeting the benchmark/short-term objective in the top triangle. (If either #1 or #2 are indicated, use explanation code "Due to . . .".) In the bottom triangle, indicate current status of choices (#5-#6). If the benchmark/short-term objective is not being taught this grading period, indicate by writing "N/A". Example: 2b/5
10. Supplementary Aids/Services & Supports for Student - Any aids, services and/or supports that are unique to this child and not normally provided to eligible students are designated here. Write "N/A" if not applicable.
11. Program Modifications/Supports for School Personnel - Any modifications and/or supports needed by school personnel which would address the unique needs of the child are designated here. Write "N/A" if not applicable.
12. Date of Progress Report - To use as a progress report in addition to a goal sheet. Make a copy of the goal sheet with current progress data and indicate the date sent home to the parent(s).

Page 4 of the IEP

Regular Program Participation

The IEP Team should determine what accommodations/ modifications, if any, the child needs in order to access the general curriculum. The accommodations/ modifications should be based on the *child's needs* as they relate to his/her disability.

Indicate the subject area(s) in which accommodations/ modifications will be provided by inserting the appropriate letter(s) in front of the modification.

State/District Mandated Tests

NOTICE: These instructions are to be used for children who will be participating in the TCAP utilizing Allowable State Accommodations, Special Conditions Accommodations, and for children who meet participation criteria for the TCAP-Alt.

State/District Mandated Tests

The 1997 Reauthorization of IDEA states that **all students must be included in state, regional, and district large-scale assessments, with results from assessments reported and findings aggregated with the total school population. This means there can be NO EXEMPTIONS from State Mandated Assessments.** Therefore, all students will be participating in the TCAP Assessments given at state-scheduled predetermined grade levels:

| | |
|--------------------------------|--|
| TCAP Achievement | Grades 3-8 |
| TCAP Writing | Grades 4, 7, and 11 |
| TCAP Competency | Grades 9-12 – Required for: Graduating Classes: 2002-2004 |
| TCAP Gateway Tests | Taken at completion of specified course(s) Entering Freshmen: 2001-2002 School Year |
| TCAP End-of Course Tests (EOC) | Taken at completion of specified course(s) |

Note: If a system chooses to administer a non-mandated system wide assessment, appropriate policy would be to implement Special Conditions Accommodations.

Students will take the Tennessee Comprehensive Assessment Program (TCAP) Assessment (listed above), or the Tennessee Comprehensive Assessment Program-Alternate (TCAP-Alt). The IEP Team must complete #1 or #2 of the State-Mandated Tests Section of the IEP. For students who will be participating in the TCAP utilizing Allowable State Accommodations, Special Conditions Accommodations and for those children who meet participation criteria for the TCAP-Alt (approximately 1% to 2% of the Total School Population), refer to the *Instructions for Accommodations Addendum*.

Students taking the TCAP State Mandated Tests may take the test with:

- a. No Accommodations
- b. Allowable State Accommodations
- c. Special Conditions Accommodations

1.) Student will participate in the following State Mandated Assessments

For each test listed, indicate “yes” or “N/A”. If the student’s grade placement is scheduled for a state mandated test, write “yes” in the space next to the test. If the TCAP assessment is not administered at the student’s grade level, write “N/A” in the space next to the test.

1(A.) State Mandated Assessment with Allowable State Accommodations

(NOTE: If this accommodation is not used throughout a student's daily education, it is not advisable to use the Allowable Accommodations during assessment.)

When Allowable State Accommodations are to be used with the TCAP assessment, place a check mark next to A. The page included in this manual entitled Allowable State Test Accommodations ADDENDUM should be used when the IEP Team is making decisions about accommodations. This addendum must be attached to the IEP when the TCAP is given. Although all students can receive the State Allowable Accommodations, the Allowable State Test Accommodations ADDENDUM, are to be attached to the IEP, as all decisions about accommodations are made through the IEP Team and thus become part of the student's Individual Education Plan. Special education personnel are not responsible for administering Allowable Accommodations to students without disabilities.

ALLOWABLE STATE TEST ACCOMMODATIONS ADDENDUM

Any departure from **standardized test procedures** can potentially invalidate the test results. The **test validity is seriously threatened by modifications** that change the nature of the task being tested. The following accommodations of administrative procedures are allowed to make administration easier in certain cases.

Allowable Accommodations: TCAP assessment accommodations are very limited. Students may not have extra time allotments or use any accommodations not listed below.

- **Revised Format** - Refers to Large Print and Braille editions. Any revised format must be requested in advance. Large Print and Braille may require different editions of the test or a different test. When administering the Achievement Test, refer to the Teacher's Notes to Braille Edition for directions (including standardized time limits for the Braille version of the Achievement Test). "Readers" for illustrations and graphs are also permitted with the Braille version of the TCAP assessments. Extended time for students using Large-Print editions of the TCAP assessment is not applicable as an Allowable Accommodation.
- **Signing Directions** - Refers to one-on-one signing of directions for hearing-impaired students only with directions normally read aloud to students. Nothing but the spoken portions of the directions can be signed to the student.
- **Flexible Setting** - Students may take the TCAP assessments in an individual or small group setting. Other options include: the student seated in the front of the room, in a study carrel, taking the test in the special education classroom, or at home if the student is homebound (with appropriate documentation).
- **Other Allowable Accommodations** - May include magnifying devices, use of templates to reduce the amount of visible print on a page, masks, pointers and abacus.
- **Auditory Aids** - Only students who have taken tests orally throughout the student's school career will be allowed to use auditory aids. Auditory aids include amplification devices and devices that are used as noise buffers. A tape recording can be used for the Competency Test only. Tape recordings are primarily used with visually impaired students who do not read Braille or cannot read large-print text. A tape recording requires special permission from Testing Services. Please contact your principal or guidance counselor about receiving special permission for a taped recording.

- **Flexible Scheduling**—Refers to giving the TCAP Achievement subtests a few at a time during the day. Each subtest must be taken during the given time allotment although the teacher has the option to give only 1 or 2 subtests at a time instead of the recommended regimen. Extended breaks between subtests may also be given to the student. It is allowable to give the student the Competency Test in short subsections. This is not a timed test and the student can take as much time as needed per subtest. If testing within a subtest extends beyond one school day, notify the LEA Testing Coordinator who will then contact Testing Services for special instructions. The Gateway and EOC Tests are content specific and each content area must be tested in one setting.
- **Recording Answers** - Students who cannot mark their own answer sheets may use an impartial proctor, who will transcribe them onto an answer sheet. Students who cannot complete the answer documents (bubble sheets) may record directly in the test booklet or on a separate piece of paper. This accommodation requires special return packing procedures. Please contact your LEA Test Coordinator for packing instructions.

Notice: Use of accommodations such as reading internal test directions and test items, or increasing time limits would invalidate the test results. Accommodations must be limited to those listed above in order to have valid results. Requests for any type of accommodation other than those listed above must be agreed upon by the student's IEP Team and must be indicated on the student's IEP. For further information contact the Division of Special Education at (615) 741-2851.

1(B). State Mandated Assessment includes Special Conditions Accommodations

Only special education students who meet the required conditions of the special accommodations may use “Special Conditions Accommodations”. If the student does meet the criteria for the Special Conditions Accommodations, place a check mark next to B. The *Special Conditions Accommodations ADDENDUM* must be attached to the IEP as documentation for Special Conditions Accommodations. Special Education personnel are responsible for administering Special Conditions Accommodations. Please refer to the document entitled “Instructions for Completing the Accommodations’ Addendum” for detailed instructions on completing the Special Conditions Addendum. Which can be found at <http://www.state.tn.us/education/seassessment.htm>.

2.) Student will participate in State Mandated Assessment (TCAP-Alt)

This section is completed when the student meets the participation criteria for the Alternate Assessment. When the IEP Team has made this determination, all items under #1 may be skipped, and the information under #2 should be completed. The IEP Team will place a check mark in the space provided next to the statement #2 “Student will participate in State Mandated Alternate Assessment (TCAP-Alt)”, and attach this addendum to the IEP.

2(A.) TCAP-Alt: (ASA) Academic Skills Assessment

2(B.) TCAP-Alt: (PA) Portfolio Assessment

After the IEP Team has agreed that the student meets participation criteria for the Alternate Assessment, a determination is made as to whether the student will participate in TCAP-Alt: (ASA) or TCAP-Alt: (PA). When TCAP-Alt: (ASA) is the most appropriate TCAP assessment, place a check mark next to 2(A), and enter the level of TCAP Achievement (Terra Nova) the student will take. When the TCAP-Alt: (PA) is the most appropriate TCAP assessment, place a check mark next to 2(B).

DIRECTIONS FOR COMPLETING TCAP-Alt PARTICIPATION FORM:

Please refer to the instruction pamphlet entitled "Instructions for Completing the Accommodations' Addendums" for detailed instructions on completing the *Special Conditions Addendum* and the *TCAP-ALT Participation Addendum*. It can be located at <http://www.state.tn.us/education/seassessment.htm>.

Special Education and Related Services

1. This section of the IEP includes a detailed description on all special education and related services to be received by the student. The following information is needed for each pullout service provided:
 - a) Type of service (refer to " 2. Type of Service" below). Include a brief description of the service (i.e., Resource or CDC for elementary levels of Resource Math for Secondary levels).
 - b) Number of sessions and appropriate unit of time - week, month, and year.
 - c) Length of each session - hours and minutes (exact time - not class periods); cannot round off minutes to the closest half-hour or hour.
 - d) Number of hours per week, if appropriate.
 - e) Beginning service date and ending date by month/day/year.
 - f) Location of each service.
 - g) Total numbers of Regular Education hours per week and the total number of Special Education hours per week.
2. Type of Service
 - 01 Consultation is provided when:
 - a. Special education teacher consults with a regular classroom teacher at least twice a month.
NOTE: This consultation time is not subtracted from regular classroom time or counted as special education hours on the IEP.
 - b. Direct services are provided to an eligible student for less than one hour per week.
 - c. Related services are provided to an eligible student at least twice a month and less than one hour per week (3 times a year for OT/PT).

For example, a secondary student receiving Consultation Services in math should be listed as follows:

| a) | b) | c) | d) | e) | f) |
|-------|------|----|----|-------------------|---|
| Math | 2/mo | | | 8/17/02 - 5/30/03 | Mrs. Smith's room (or resource teacher's room) |
| OT/PT | 3/yr | | | 8/17/02 - 5/30/03 | Ms. Jones' room (or OT/PT therapist's room) |

- 02 Direct Special Education - Instruction is provided to a child with a disability by a special education teacher and is designed to meet the special educational needs of an eligible child. Instruction may be provided in any setting. (Systems that have received written permission from the Tennessee Division of Special Education can utilize time provided by the educational assistant or special education teacher in the regular program that is not part of Option 8, but is used for special education inclusionary time. However, the additional time provided by this person cannot be counted to raise the child's current option of service. Approved inclusionary or collaborative programs can use the range of time within the option of service specified. For additional guidance, please refer to the Memorandum, dated July 21, 2000 from Mr. Joseph Fisher.

For example, a secondary student receiving Resource or Inclusionary instruction per day should be listed as follows:

| a) | b) | c) | d) | e) | f) |
|--------------------------------|------------|------|------|-------------------|---|
| Resource Math | 5/wk | :45 | 3:45 | 8/17/02 - 5/27/03 | Mrs. Smith's room (or resource teacher's room) |
| Inclusion English (4 Block) | 5/wk | 1:30 | 7:30 | 8/17/02 - 5/27/03 | Ms. Jones' room (or 9 th grade English room) |
| Resource Lab | 1-3 hrs/wk | | | 8/17/02 - 5/27/03 | Mr. Fisher's room (or 9 th grade Resource room) |
| Inclusion | 5/wk | :45 | 3:45 | 8/17/02 - 5/27/03 | Mr. Conger's room (or 9 th grade History room) |

- 03 Supervision - This line only applies to Option 8 services. A special education teacher assistant supervises student(s) with disabilities in a regular program. Up to 10 hours per week of this time can be counted, as well as related services and direct services to total the 32.5 contact hours required for Option 8.
- 04 Psychological Services - Treatment services provided by a licensed school psychologist, clinical psychologist, licensed psychologist, licensed psychological examiner or psychiatrist on a routine basis at least twice a month so the child can benefit from the educational program.
- 05 Social Work Services - These services include a school social worker integrating information obtained on a child to identify those problems that are affecting the child's adjustment in school and providing counseling to a child and/or the family on a routine basis at least twice a month so the child can benefit from the educational program.
- 06 Occupational Therapy - These services are provided through direct intervention or consultation by a qualified occupational therapist. A minimum of three contacts per

year by the occupational therapist are required in order to report Occupational Therapy as a related service.

- 07 Speech/Language Pathology Services - These services include the provision of speech or language services by a speech/language specialist or pathologist and is reported in the funding option for which the contact hour requirements are met. There must be a minimum of two contacts a month.
- 08 Recreation Services - This service includes assessment of leisure functions, therapeutic recreation services, recreation programs in schools and community agencies and leisure education. No funding is tied to this service, but you may use it.
- 09 Physical Therapy - These services include direct intervention or consultation provided by a qualified physical therapist. A minimum of three contacts per year is required in order to report Physical Therapy as a related service for funding.
- 10 School Health Services - These services are provided by a qualified school nurse or other qualified person and include services not normally provided for non-eligible children.
- 11 Counseling Services - This service includes counseling for children and parents by qualified social workers, counselors, or other qualified personnel and must be provided at least twice a month. Such service must be beyond that provided for non-eligible children.
- 12 Orientation & Mobility Services - These services include training in orientation and mobility, visual efficiency, listening skills and other areas related to a visual impairment provided by a certified teacher of the visually impaired or other appropriately qualified persons. These services must be provided at least twice a month.
- 13 Audiology Services - These services include an interpreter for the deaf or hearing impaired, the provision of manual communication skills, aural rehabilitation therapy and tutoring and must be provided at least twice a month. This does not include maintenance of hearing aids or diagnostic evaluation services.
- 14 Other Services - These services include related services which are not specified above. No funding is tied to this service, but you may use it.
- 15 Ancillary - Attendant - A child with a disability may have such unique needs that an ancillary attendant is necessary to provide specific services a minimum of 4 hours per day in order for the child to be maintained in the regular program.
- 16 Ancillary - Interpreter - An example is a deaf student who requires a full time interpreter in order to participate in regular classes.

- 17 Ancillary - Other - Other than the ancillary services identified above.

NOTE: All ancillary services, (15, 16, 17) for funding purpose can only be provided to one or two students for a minimum of 4 hours per day in order to allow the student to be educated with non-eligible students. An example of this is a physically impaired student requiring a full time attendant in order to participate in the regular program.

- 18 Residential Services - A special residential program is provided for a child whose disability characteristics are so profound or complex that continuous intervention is required to meet his/her education needs (provided 24 hours per day). No special education services offered in a CDC or self-contained program can adequately or appropriately meet these needs. The local system is responsible for the total program.
- 19 Homebound/Hospital Services - Home or hospital instruction may be provided to continue the educational advancement of eligible students who are not able to attend school. Minimum time is 3 hours per week. The actual hours are determined by the IEP Team.
- 20 Work-Based Learning (WBL) – Work-based learning may be provided to students through their transition plan in the IEP under the supervision of a teacher who is qualified and trained as a work-based learning coordinator and/or WBL supervising teacher. When recording this service, it is **not** counted under “02 Direct Special Education” services. It must be counted as a related service and is limited to 8 hours a week for funding purposes. That would mean that a student who is served under a block schedule could be counted up to 7 ½ hours a week and a student who is served under a regular schedule could be counted up to 5 hours a week. The IEP Team may determine that the student should participate in WBL experiences for a longer time period; however, the funding will not be counted beyond the 8-hour limit. (Refer to the *Work-Based Learning Policies, Procedures, and Resources* manual for teacher qualifications and program policies.)

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LRE and General Education

Write a statement stating specific reason(s) why this child is being removed from the regular class and not being educated with his peers. If applicable, include a statement that provides the reason(s) for the student’s non-participation in extra-curricular and non-academic activities and/or the reason for placement away from the home school.

The explanation of services should **NOT** be based on a specific category of disability but rather why the child can not be educated with his peer.

Special Transportation

If student rides the special education bus or if other special transportation arrangements are made, check “Yes”. Describe what type of arrangements need to be made for the student. If special arrangements are not required, check “No”.

Extended School Year

The need for an extended school year must be addressed in the IEP. Document the date the decision on extended school year was considered.

The decision as to whether a child needs extended school year services should not be made at the beginning of a school year for the following summer. The decision should be made closer to the time when extended school year services will be offered.

IEP Participants

The members of the IEP Team should sign this section of the IEP and indicate if they are in agreement. If anyone is not in agreement, a statement concerning why should be written and attached to the IEP.

If other persons were in attendance and want to sign the IEP (or the IEP Team wants them to sign the IEP), they should sign their name and write "Observer", "Attendee" or "Present". They do **not** check whether they agree or disagree with the child's IEP.

Informed Parental Consent

The parent(s) should read each statement and verify his/her agreement by checking "Yes". After reading and agreeing to the statements, the parent(s) should sign his/her/their name(s).

A signature indicates that the legal parent/guardian/surrogate of the child:

- was informed of his/her rights;
- was involved in the development of the IEP;
- has given permission for the proposed placement and when applicable; and
- the student and parent have been informed of the student's rights beginning at least one year prior to the student's age of majority.

Upon completion of the IEP, the school/agency must provide the parent's with a copy of the IEP at no cost.

Documentation of IEP Review by Other Teachers not in Attendance

This is for personnel who are to participate in implementing the IEP but were not present at the meeting. They should receive a copy of the IEP **or** a written synopsis outlining their responsibilities/duties for implementing the child's program as written. It is recommended that a copy of the child's complete IEP be attached to the synopsis.